

Unit Plan

Social Sciences/English

Big idea

Where in the world?

Learning Areas (highlight relevant areas)

English	Maths	Social Sciences	Science	Technology	Health/PE	The Arts	Maori
Listening Reading Viewing Speaking Writing Presenting	Number & Algebra Geometry & Measurement Statistics	Identity, Culture & Organisation Place & Environment Continuity & Change Economic World	Nature of Science Living World Physical World Material World Planet Earth & Beyond	Technological Practice Technological Knowledge Nature of Technology	Personal Health & Physical Development Movement Concepts & Motor Skills Relationships with Other People Healthy Communities & Environments	Dance Drama Music Visual Arts	Listening Reading Viewing Speaking Writing Presenting

Values

Excellence
Innovation, Inquiry, and Curiosity
Diversity
Equity
Community and Participation
Ecological Sustainability
Integrity
Respect

Key Competencies

Opportunities will be given for all Key Competencies to be developed. We will focus on the highlighted one(s).

Thinking
Relating to Others
Using Language, Symbols, and Texts
Managing Self
Participating and Contributing

Achievement Objectives

Social Sciences:

L2: Understand how places influence people and people influence places.

Understand how the status of Maori as Tangata Whenua is significant for communities in New Zealand.

L3 Understand how people view and use places differently.

English:

Processes and Strategies - Select, use and integrate sources of information, processes and strategies with increasing confidence to identify, form and express ideas.

Purposes and Audiences - Show an understanding of how to shape texts for different purposes and audiences.

Ideas - Select form and express ideas on a range of topics.

Language Features - Show an increasing understanding of how language features are used, showing some understanding of effect.

Structure - Organise texts using a range of structures.

Resources

New Zealand Curriculum Document
Google
Lonely Planets
Africa and Europe books
House of travel
Travel Newspaper Advertisement
Travel Brochures
Literacy books on speech
presenting
Travel photos

ICT Component

Designing a travel brochure using
print shop programme.
Look at designs of effective travel
documents and discuss the technology
that has been used to produce the
document.

Thinking Skills

De Bono's six thinking Hats

Bloom's Taxonomy

Multiply Intelligences

Deep Understandings

Students will be able to explain how:

- *How people in different countries around the world exist.

- *They will explore what the strengths and weaknesses are of living in different countries including NZ.

- *They will gain a greater understanding of where New Zealand is and where other places in the world are.

- *They will understand how travel brochures are presented to market a particular place and influence holiday buyers.

Learning Experiences

Tuning In - Week One

Students will design a "Where in the World?" Topic title page.

Class post it questions about what they want to know about the topic.

Explore the continents of the world and where NZ fits.

What is unique about NZ? Tangata whenua

Week Two

History about NZ treaty information our official document the importance of Waitangi Day.

Discuss National Anthem and flag. Why our flag has a Union Jack? We had two national anthems. "God save the Queen"

How New Zealand was created the tectonic plates, did we break off from Australia?

Map of NZ showing the fault lines, discuss earthquakes.

What is special/unique about NZ?

Where is Feilding and what is special about the Manawatu?

The place we live give some historical facts.

Week Three

Explore some places of interest in NZ. What is unique about them and where are they on the map?

Children to choose a place of interest in NZ and research facts about it.

- Name
- Population
- Where
- What can you do there?
- How does it give tourists a taste of real NZ and why?

Week Four

Research this information and present it in pairs as a poster and give an oral presentation on what they have found out about their chosen place.
(See poster)

Week Five

What is the difference between a town, city, country and continent.

Look at and discuss what a travel brochure is.

How do the travel agents make it look great and encourage people to buy international holidays.

Why do people travel?

What are the risks involved with international travel.

Searching internet for holidays and flights.

Week Six to Ten

Children to work on their travel brochures for the country of their choice.

Assignment task:

Holiday Brochures

You have just won a family holiday and you have been given the job to design the holiday brochure. You are able to take them on a five-day holiday to any country of your choice. (Only one)

- 1. You need to design an eye-catching brochure with a clear title.**

2. It must include a plan that tells them what they will be doing each day.
3. Which special attractions you are going to take them to.
4. You need to include some pictures from these places.
5. You need to tell them about the food that will be able to eat.
6. Describe a special festival that they may be able to attend while they are there.
7. You need to tell them what they need to beware of in that country.
8. Include a picture of your country's flag somewhere in your brochure.

Assessment

Portfolios: Self assessment and presentation of poster for portfolio sample.

Marking of travel brochures against success criteria.

Success Criteria:

A= Student has presented a brochure that is well designed, eye catching and has covered all required and possibly more information about their chosen country. (see assignment)

B= Student has presented a brochure that is well designed, and has the required information about their chosen country.

C= Student has presented a brochure that has covered some of the required information about their chosen country.

D= Student has failed to present a brochure.

Evaluation of Unit

Students really enjoyed learning about their chosen place in New Zealand and country in the world. Next time I would adapt the assessment task for the children with limited prior knowledge as they struggled with the world concept. I would ask them to choose a country with similar customs such as Australia, or a holiday destination within New Zealand. For these children I would use my teacher aide to help give them some extra geographical knowledge. Explore the atlas more. They needed support with time management as some students tended to waste time searching on the internet. I would monitor this more closely.